

2017 BLACK STUDENT SURVEY

Q: WHAT IS YOUR ETHNIC OR RACIAL IDENTITY (OR IDENTITIES)?

INITIATING THE SURVEY

The 2017 Black Student Survey was developed by the Black Resource Committee, beginning in 2015. The committee realized that while some general demographic data was available, we lacked a deeper understanding of the struggles, resource utilization, and academic experience of our Black student community.

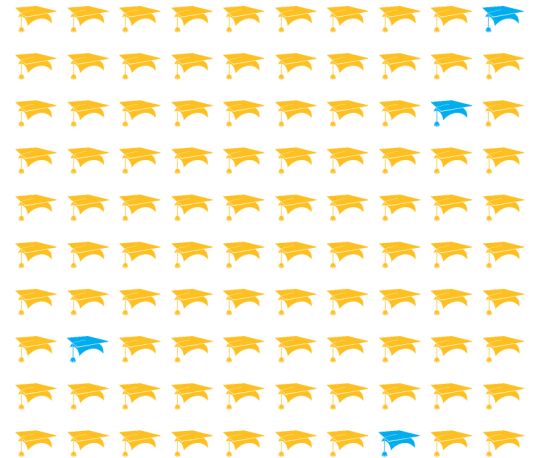
The survey was sent to 989 currently enrolled graduate and undergraduate students who identified as "Black/African American." 364 surveys were completed (37% participation).

The survey launched on February 1, 2017, and concluded at 11:59 pm on February 28, coinciding with Black History Month. The survey was administered through Qualtrics. Each student received a unique link to the survey. Reminder messages were sent weekly to students who had not yet completed the survey, encouraging their participation.

Because the committee appreciated that completing the survey would take a significant amount of students' time, students were offered a \$20 gift card at the UCSB Bookstore for completing the survey. In addition, a raffle was held weekly for another \$50 gift card at the UCSB Bookstore. At the conclusion of the survey, a final drawing was held for a \$500 scholarship, supplied by the Office of Financial Aid and Scholarships.

EARLY ACADEMICS AND ADVISING

One barrier to enrollment at the University of California is that many students are not aware of the University's A-G requirement, which must be completed prior to enrollment. Students are most successful beginning these requirements in 9th grade (Finkelstein, 2008). While almost 65% of respondents knew they wanted to attend college in elementary school, fewer than 18% knew about the A-G requirement before starting high school. Almost 65% learned about the University of California A-G requirement once they were already in high school.



FROM THE UCSB 2016-17 CAMPUS PROFILE:

969 ENROLLED BLACK/AFRICAN AMERICAN STUDENTS (4% OF TOTAL STUDENTS)

914 UNDERGRADUATES=5% OF TOTAL UNDERGRADUATE STUDENT ENROLLMENT

55 GRADUATE STUDENTS=3% OF TOTAL GRADUATE STUDENT ENROLLMENT

4%*

* The 2015 U.S. Census reports that 6.5% of Californians identify as Black or African American, and an additional 3.8% identify as "two or more races." Compared to California state demographics, Black/African Americans are not proportionally represented at UCSB.

SUPPORTERS The 2017 survey of the UCSB Black student community was supported by the Vice Chancellor for Student Affairs, Student Affairs Academic Initiatives, the Department of Financial Aid & Scholarships, the Black Resource Committee, and the Black Student Engagement Program.

academics.sa.ucsb.edu/brc

WORK CITED Finkelstein, N. D., & Fong, A. B. (2008). Course-taking patterns and preparation for postsecondary education in California's public university systems among minority youth. issues & answers. REL 2008-no. 035 Regional Educational Laboratory West. , 730 Harrison Street, San Francisco, CA 94107-1242. Retrieved from <https://search.proquest.com/docview/61962052?accountid=14522>

Q: DO YOU IDENTIFY AS PART OF ANY OF THE FOLLOWING GROUPS?

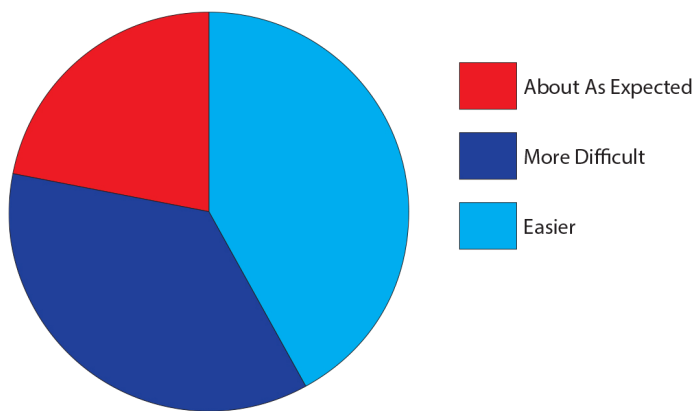
49% FIRST GENERATION

- 16% LGBTQIA
- 5% DISABLED STUDENT
- 2% RE-ENTRY STUDENTS
- 2% FORMER FOSTER YOUTH
- 2% STUDENT PARENT
- 1% UNDOCUMENTED
- 1% VETERAN

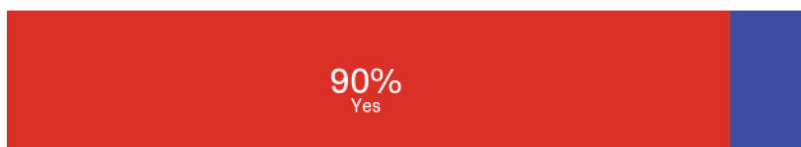
Q: WHAT IS YOUR GENDER IDENTITY (OR IDENTITIES)?



Q: HOW WOULD YOU RATE YOUR TRANSITION TO UCSB?



90% ATTENDED ORIENTATION



VIEW MORE RESULTS: [ACADEMICS.SA.UCSB.EDU/BRC_SURVEY](https://academics.sa.ucsb.edu/brc_survey)

CHOOSING UCSB

Academics were identified as an extremely (50.84%) or very (39.76%) important factor in choosing to attend UCSB for over 90% of respondents. Financial support was also an important factor for some students' choice to attend UCSB, with 88% of respondents rating the financial support package as extremely (59.13%) or very (18.75%) important. Location was rated as extremely (30.29%), very (35.82%), or moderately (25%) important to over 90% of respondents.

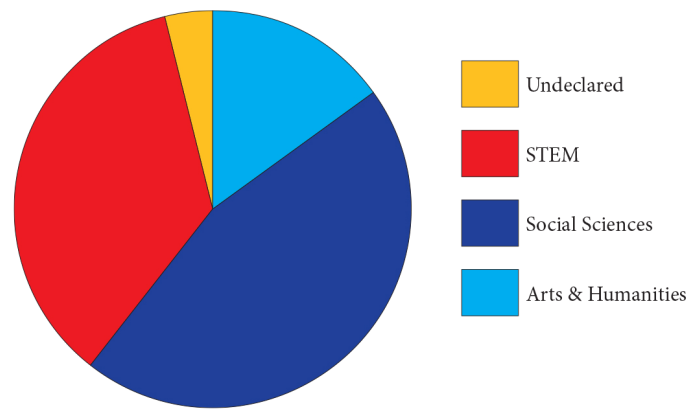
"When I received my acceptance letter, a book, "The UCSB Black Book" came with the package as well. ...I was excited to see that there was there was a Caribbean community on campus, which played an important part in my decision to attend UCSB. I was extremely disappointed when I got to UCSB and realized that a Caribbean community of campus was nonexistent; I felt misled. Aside from that, I have greatly enjoyed my three years at the university; although, I wish we had more colored people on campus."

"[I chose UCSB because of its] reputation and because I began my undergraduate career at another university in the UC system. And the ability to have Black Studies emphasis as part of my doctoral program."

"Transfer Resource Center, Transfer Summer Start Program, quick response (my admission decision and my financial aid package came sooner than other schools) ... Isla Vista is a College Town so I knew I could have "college experience"; the library was just remodeled and looks nice and I'm not too close nor too far from home."

ACADEMIC FOCUS

406 respondents to this question identified 71 different majors/areas of study. 46 (11.33%) identified as double majors.



TOP 15 MAJORS

SOCIOLOGY	61	UNDECLARED	17
POLITICAL SCIENCE	29	BLACK STUDIES	16
COMMUNICATION	26	PRE-BIOLOGY	16
PSYCHOLOGY	26	ECONOMICS	12
BIOLOGY	22	BIOPSYCHOLOGY	10
GLOBAL STUDIES	20	ENGLISH	10
ENVIRONMENTAL STDS	17	HISTORY	10
FILM & MEDIA	17		

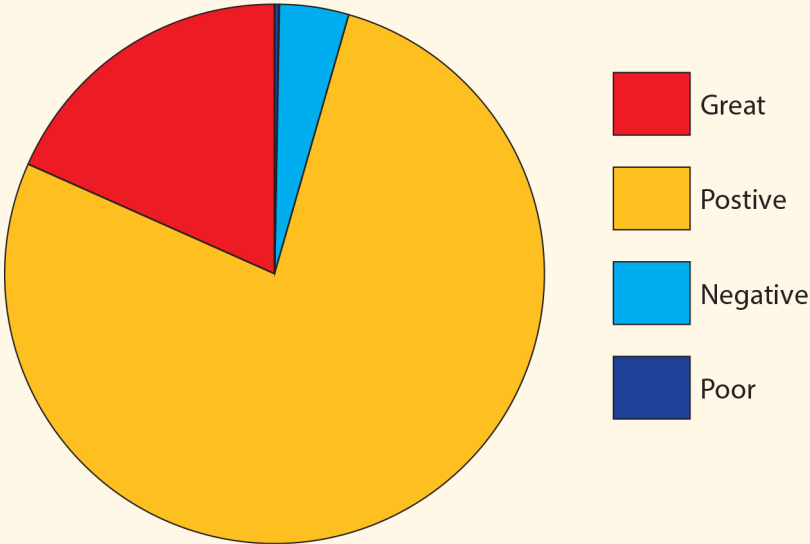
Q: WHAT WOULD IMPROVE YOUR RELATIONSHIP WITH FACULTY?

The survey question presented was met with an overwhelming response of students stating that the best way to improve relationships with faculty would be by **taking the initiative and visiting with professors, attending office hours, or engaging with faculty outside of the classroom setting** (37%). Following these comments, 9% of students mentioned that **hostile, racist, or unwelcoming environments**, created by professors, were an issue and obstacle in improving student-faculty relationships. Lastly, 4% of students mentioned that **large class sizes hindered the opportunities to connect with teachers** during lectures or discussions. In response to this issue, students do not feel equipped to reach out to professors who they were not familiar with, nor did they feel that professors would actually recognize them outside of simply being a name on an attendance sheet.

Surprisingly, 5% of students responded that they had no idea of what to do to engage or build relationships with faculty. This issue raises a red flag as students are unaware of the purpose of office hours, are ill-informed of how to build relationships with faculty, and therefore may be at a disadvantage with regards to seeking assistance for academic issues in the classroom, reaching out for mentorship or research opportunities, and/or seeking support post the academic quarter (e.g. recommendation letters).

Several stand-out responses addressed how students desired to learn about professors' research interests and opportunities to assist in their research. Students mentioned that this action would be a way to bridge the divide between student and faculty relationships outside of the classroom. Lastly, students stated that if faculty members expressed a genuine interest in the subject matter, and the role of the student in succeeding in the classroom and beyond, that they would have the desire to build relationships with faculty.

In total, 249 responses were submitted for the question. The above percentages represent the largest themes among all responses.



Q: HOW WOULD YOU DESCRIBE YOUR INTERACTIONS WITH FACULTY?

Professional and generally positive. A few negatives but those are due to personal disagreements rather than a lack of professionalism. Some faculty are helpful.

Some are extremely helpful and understanding, others are dismissive. Pleasant.

I wish I interacted more with faculty but sometimes it can be very intimidating to do so

They are very helpful for the most part and always willing to guide you in the right direction

Q: WHAT COULD FACULTY DO TO BE MORE SUPPORTIVE OF BLACK STUDENTS?

More cultural understanding, more accessibility, more listening.

“STOP ASKING FOR ONE BLACK PERSON TO SPEAK FOR THE ENTIRE BLACK EXPERIENCE. We are all different.”

“More black faculty and TA’s!”

“I believe that the faculty could provide more black perspective. Black perspective seems to only make an appearance when the class is specifically a “black studies” class, but I believe that the black perspective should be shown throughout all departments.”

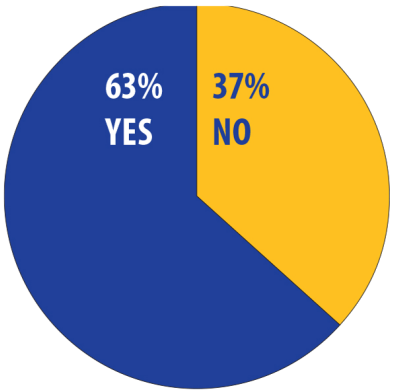
Q: WHAT HAS MADE CLASSES ESPECIALLY ENJOYABLE OR ENGAGING?

- The professor’s demeanor (engaging, passionate, enthusiastic, understanding, inspiring)
- Real-world application
- Taught me something new, outside my major
- Cultural factors

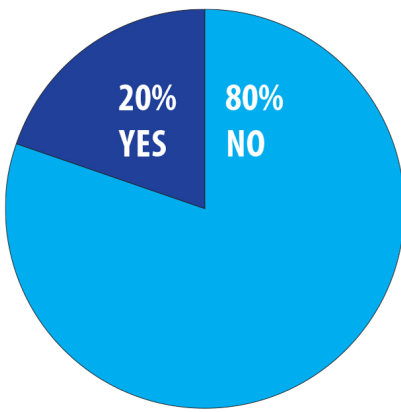
Q: WHAT HAS MADE CLASSES ESPECIALLY DIFFICULT OR CHALLENGING

- Content difficulty, inadequate materials
- Test construction/testing atmosphere
- Teaching methods/structure of the class
- No interest/seems irrelevant

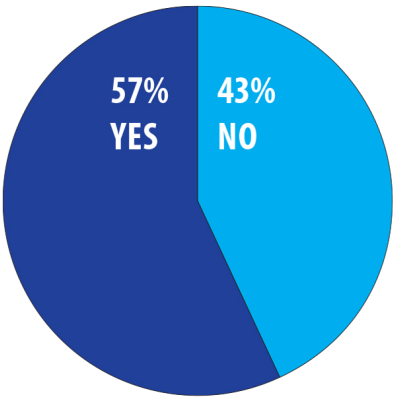
Q: DO YOU HAVE A JOB?
(INCLUDE PAID OR UNPAID INTERNSHIPS)



Q: DO YOU PROVIDE ANY FINANCIAL SUPPORT FOR YOUR FAMILY?

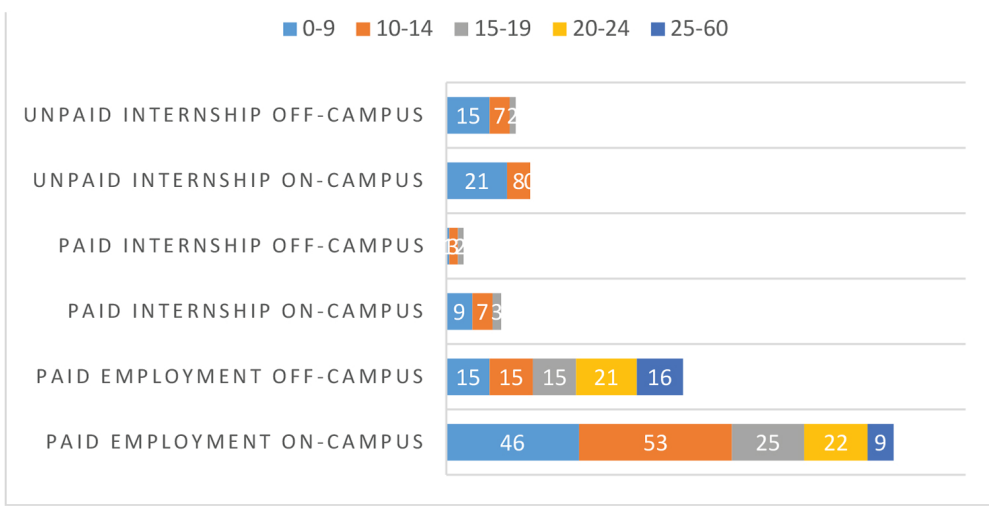


Q: DO YOU RECEIVE MONEY DIRECTLY FROM YOUR FAMILY?

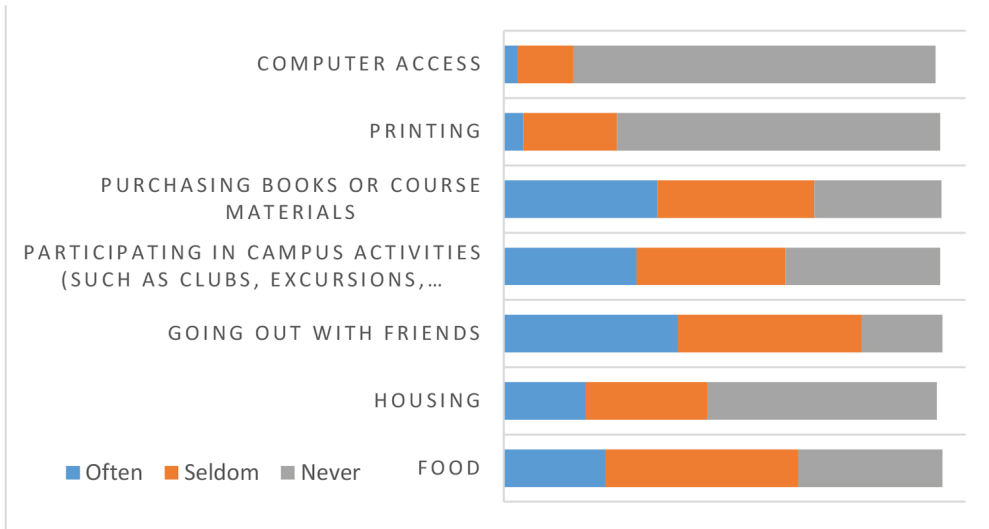


4.75%
REPORT BEING HOMELESS
WHILE ATTENDING UCSB
FROM 2 WEEKS TO 6 MONTHS.

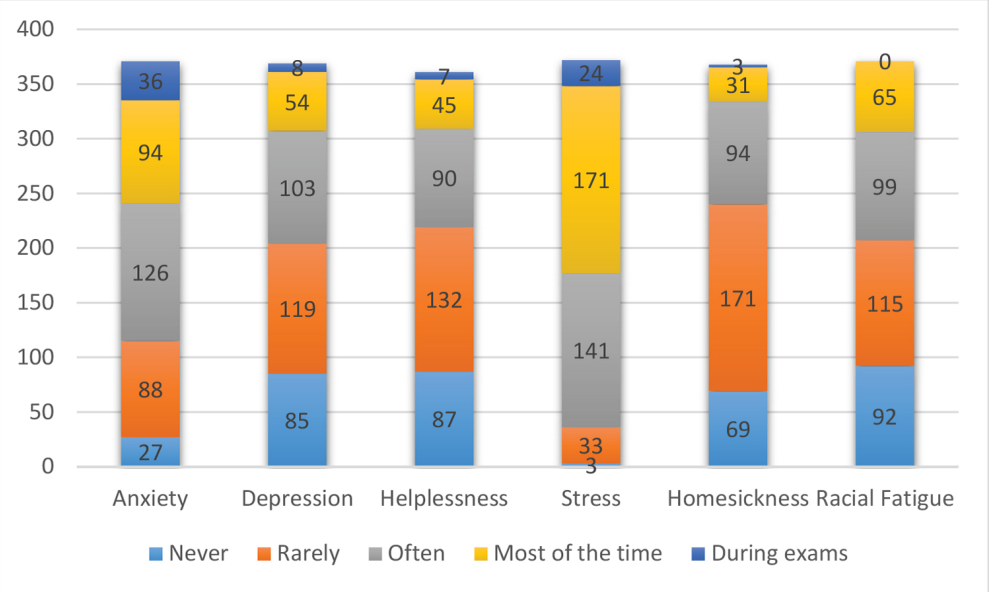
Q: IF YOU HAVE A JOB, HOW MANY HOURS PER WEEK DO YOU PERFORM THE FOLLOWING TYPES OF WORK (IN A TYPICAL WEEK DURING THE SCHOOL YEAR)

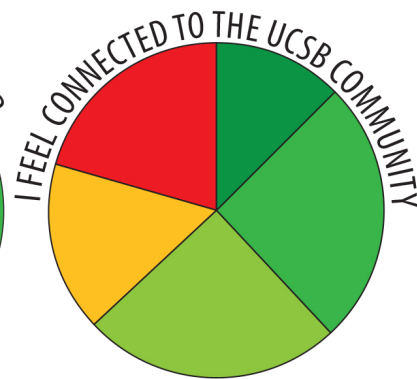
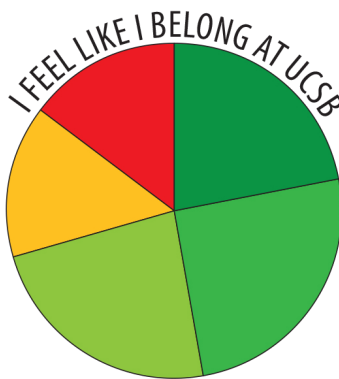
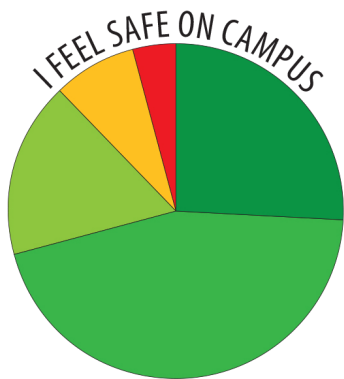


Q: HOW OFTEN IS LACK OF MONEY A PROBLEM FOR YOU IN THE FOLLOWING AREAS?



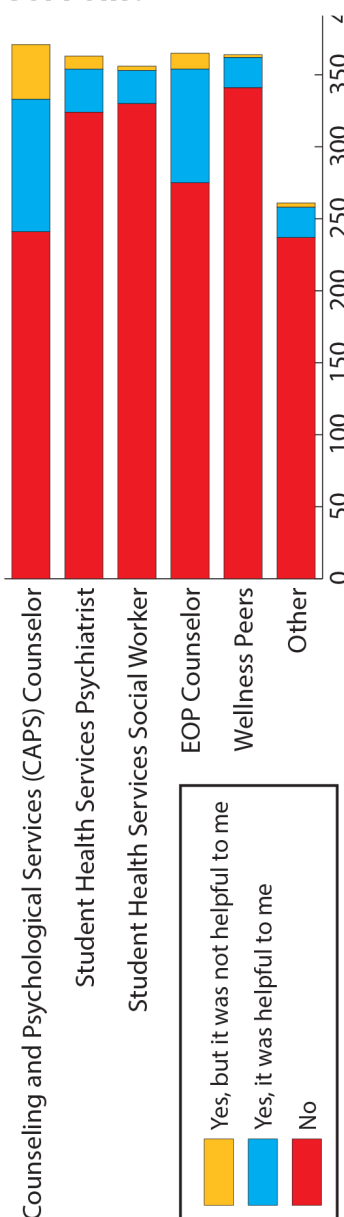
Q: WHILE AT UCSB, HOW FREQUENTLY DO YOU EXPERIENCE THESE FEELINGS?





- Clearly describes my feelings
- Mostly describes my feelings
- Moderately describes my feelings
- Slightly describes my feelings
- Does not describe my feelings

Q: HAVE YOU USED ANY OF THE FOLLOWING CAMPUS SERVICES FOR PERSONAL OR EMOTIONAL SUPPORT?



WHAT IS NEEDED?

Q: WHAT WOULD YOU ASK THE **UCSB ADMINISTRATION** TO FOCUS ON IN ORDER TO IMPROVE THE BLACK STUDENT EXPERIENCE?

Q: WHAT WOULD YOU ASK THE **UCSB FACULTY** TO FOCUS ON IN ORDER TO IMPROVE THE BLACK STUDENT EXPERIENCE?

Q: WHAT WOULD YOU ASK **UCSB STUDENT SERVICES** TO FOCUS ON IN ORDER TO IMPROVE THE BLACK STUDENT EXPERIENCE?

THREE THEMES EMERGED AS DOMINANT FOR THESE THREE QUESTIONS:

- 1. MORE REPRESENTATION.** More black faculty, students, and staff.
- 2. MORE UNDERSTANDING/RECOGNITION/EMPATHY/UNDERSTANDING.** Calling for increased sensitivity to the struggles and unique experiences of being Black at UCSB. Most responses called for more listening and training.
- 3. ADDRESS RACISM.** Calling for supporting a safer campus climate and welcoming environment in terms of events, inflammatory speakers, Greek life, clubs, faculty, departments, police, and media. Many called for changes in language and rhetoric, including micro-aggressions in classrooms, with staff, online, and in the newspapers.

“Focus on lack of diversity on campus instead of ignoring it, everyone is white—we aren’t blind”

“Make UCSB a BSI just like it’s a HSI”

“Admit more black bodies”

“Learn basic dos and don’ts about race”

“Listen instead of being so quick to say no”

“Listening, acting, and not antagonizing”

“Prevent white-supremacist, divisive speakers”

“Feeling more welcome, not admitting more POC to fill a quota”

“Acknowledge Black people in more than just a cultural way”

“Assume we are competent”